 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

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| **Teacher’s Name:**Caroline Murphy **Lesson #:** 3 **Facet:** 1 **Grade Level:**11 **Numbers of Days:** 3 **Topic:**Themes of greed and loss of innocence in *Tender is the Night.*  **PART I:**  Objectives **Student will understand** that novels have specific themes that are developed in various ways throughout the text.  **Student will know** themes of greed and loss of innocence.  **Student will be able to do** evaluation of themes of the novel and their application to real-life situations.  **Product:** Glogster  **Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment** **Common Core State Standards** **Content Area:** English **Grade Level:** Grade 11-12 **Domain:** Reading - Literature **Cluster:** Key Ideas and Details, Craft and Structure Standard: *Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.*  **Rationale:**Analyzing themes will allow students to understand the core meaning behind the novel *Tender is the Night*, and give them a deeper understanding of the author's purpose in writing it.  **Assessments**  **Formative (Assessment for Learning)** **Section I – checking for understanding during instruction** Whip Around will give the teacher a chance to make sure all students have a basic understanding of the different themes presented in the day's lesson.  **Section II – timely feedback for products (self, peer, teacher)** The Glogsters will be evaluated by the teacher using a rubric that students have access to ahead of time so they can adequately prepare. The projects will then be evaluated by the student's peers through a Gallery Walk and an accompanying brief checklist.  **Summative (Assessment of Learning):** The summative assessment will be a Glogster digital poster project, where students are assigned to create a creative poster that visualizes one theme of the novel that they choose.  **Integration** **Technology: Students will create a Glogster that shows their visual interpretation of one of the themes from Tender is the Night.**  **Content Areas:** Art: students will use artistic and digital media skills to create a Glogster depicting one theme from Tender is the Night.  **Groupings** **Section I - Graphic Organizer & Cooperative Learning used during instruction** Cluster/Word Web 1 will allow students to see the ways in which a certain theme is expressed in various different situations and interactions in a novel.  <http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf>  Cooperative learning: Mix-Pair-Freeze will give students the chance to share knowledge about the novel's themes and address lingering gaps in understanding that the teacher needs to explain further.  <http://w4.nkcsd.k12.mo.us/~kcofer/social_cooperative_structures.htm>  **Section II – Groups and Roles for Product** Students will be in their High 5 groups for the hook activity, then Mix-Pair-Freeze will give them the chance to interact one-one-one in several different pairings. The Word Web activity is done as a class discussion.   **Differentiated Instruction**  **MI Strategies**  **Verbal:** Students can include a written explanation of their poster about the themes of the novel. **Logic:** Students can provide a logical explanation of the reasoning for making the poster about the themes of the novel. **Visual:** Students will create a digital, visual poster about the themes of the novel. **Kinesthetic:** Students are allowed to create a skit to go along with their presentation of the poster about the themes of the novel. **Interpersonal:** Students will evaluate each other's posters about the themes of the novel with a Gallery Walk before they are completed. **Intrapersonal:** Students will write short reflections about the process of developing their poster about the themes of the novel.  **Modifications/Accommodations** ***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  **Plan for accommodating absent students:** The Word Web handout will be available on the class blog, and a student looking to make up the missed class discussion time can have a one-on-one meeting with the teacher to talk about the novel's themes.   **Extensions**  **Type II technology:**Glogster  **Gifted Students:**Students looking for more of a challenge can go deeper into the themes by making their Word Webs more detailed and in-depth.   **Materials, Resources and Technology** Laptop Word Web handouts Music (computer or iPod with speakers) Written questions on paper for Mix-Pair-Freeze   **Source for Lesson Plan and Research** "Ode to a Nightingale" by John Keats text  <http://www.poetryfoundation.org/poem/173744>  The poem from which Fitzgerald take the title of the novel, "Ode to a Nightingale" by John Keats,  Loss of innocence is a major theme of *Tender is the Night.* As we see Nicole's backstory unfold, it becomes the case of one who has literally lost their innocence (she was sexually assaulted by her father as a child). She further loses her innocence when she is married to Dick, because she is only sixteen when they meet and is quickly forced into the adult world of being a wife and bearing children. Nicole never has a chance at a proper childhood, and this heavily influences the events of the rest of the novel. One could argue that Dick's relationship with Rosemary follows this same pattern. Rosemary is also a teenager when she becomes involved with Dick, and even though they don't consumate their relationship until several years later, Rosemary is immediately swept away by him and experiences considerable anquish because of her feelings for him. Even though she is presented as someone in the novel who loses her innocence, her character arc does not follow the typical downward spiral that we would expect. Instead, she overcomes her emotional difficulties and breaks free of her destructive marriage with Dick by asking him for as divorce.  Greed is another prevalent theme in *Tender is the Night.* Dick and Nicole Diver live an oppulent lifestyle, bankrolled by Dick's work as a doctor. Because of this, authority and success are very important to him, and he is obsessed with mainstaining his status. This theme in the novel is a direct consequence of the wealth present in America in the 1920s, a major feature of the Jazz Age. People could afford to live lavishly like the Divers because there was money to spare. The excess of wealth at this point in history is a contributing factor to the greed of people like Dick; he feels as though he needs to keep up with everyone else, so he is driven to have more and more nice things so that he doesn't feel inadequate. This greed motivates many of his actions throughout the novel, such as his mistreatment of Nicole and his behavior when interacting with his friends in the French Riviera. The desire for wealth is a common factor of life in the 1920s,   **PART II:**  **Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)**  **Day 5**  *Wiki presentations (30 minutes)* – students present their historical wiki projects from the previous class.  *Hook (10 minutes)* – the teacher shows a clip from the TV show *Boardwalk Empire* to introduce students to the historical theme of prohibition  *Hook activity (25 minutes)* – students break into their High 5 groups and each group is assigned a theme from *Tender is the Night.* They are in charge of creating a 2 minute skit that illustrates that theme.  *Poster assignment (15 minutes)* - Students are given the Glogster assignment and are broken into their groups to start brainstorming ideas.  Homework: read 174 – 235 in the book and blog.  **Day 6**  *Word Web activity (20 minutes)* – students are each be given a word web worksheet and will fill out information pertaining to the themes of *Tender is the Night* from a class discussion.  *Mix-Pair-Freeze activity (20 minutes)* – the class ends with students discussing terminology from the day’s discussion in a walkabout manner.  *Poster projects (40 minutes)* – students use the remainder of the class time to work on their Glogster presentations.  Homework: work on Glogster presentations.  **Day 7**  *Glogster presentations (50 minutes)* – students will present their Glogster projects.  *Midterm blog evaluation and homework (30 minutes)* – students have the rest of class to work on the night’s homework and complete an evaluation form about their blogs so far.  Homework: read 239 – 277 and blog.  1. Students will understand that novels have specific themes that are developed in various ways throughout the text. Being able to identify and show representations of these themes will help students to better understand the meaning behind the novel. To do this they will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. Because the best way to understand the themes of a text are to apply them to relatable situations, students will also learn how to see elements of those themes are present in everyday life as well. Students will act out skits about one of the themes from the novel as a hook.  **Where, What, Why, Hook, Tailors**: visual, intrapersonal, logic  2. Students will know themes of greed and loss of innocence in *Tender is the Night*. the Cluster/Word Web 1 will be used to help students organize the different themes present in the novel and show how they lead into the bigger ideas and themes. Mix-Pair-Freeze will allow students to focus on the specific terminology present in explorations of the novel's different themes. Whip It lets the teacher make sure students have a good comprehension of the novel’s themes before they begin assessment for the unit.  **Equip, Explore, Rethink, Tailors:** logic, interpersonal, intrapersonal  3. The Cluster/Word Web 1 will be used to help students organize the different themes present in the novel and show how they lead into the bigger ideas and themes. Mix-Pair-Freeze will allow students to focus on the specific terminology present in explorations of the novel's different themes. Students will understand how the novel's themes connect to its messages and know how they are applicable to real-life situations by making a Glogster digital poster that gives visual representations of the themes. The projects will be assessed with teacher and peer evaluation.  **Explore, Experience, Rethink, Revise, Refine, Tailors:** interpersonal, verbal, logic  4. The teacher will evaluate students’ posters with a rubric and a checklist, paying attention to creativity and overall comprehension of the lesson material about themes. Students will also assess each other's posters with a checklist and a Gallery Walk that allows for group interaction on individual projects.  **Evaluate, Tailors:** interpersonal, visual, kinesthetic.  **Content Notes**  **Handouts** *Cluster/Word Web 1 for each student* *Questions for Mix-Pair-Freeze written out on paper*   **Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  ***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***   ***Learning Styles***  ***Clipboard:***the Word Web activity will organize the class information in a linear manner.   ***Microscope:***in-depth analysis will be done on the themes of the novel, allowing introspective students to understand the meaning behind them.   ***Puppy:*** the Mix-Pair-Freeze activity allows for social interaction that enhances learning of the content material.   ***Beach Ball:***the Mix-Pair-Freeze activity will get students out of their seats and moving around as a way to help student process information in a physical manner.   ***Rationale:***having different activities throughout the class will give students of all different learning styles the chance to explore the material in a way that suits them.   ***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  ***Formative:***Blog entries, the main form of formative assessment, will continue throughout the unit. The Word Web assignment also allows the teacher to assess where the students are at with being able to distinguish how the themes of a novel are developed.   ***Summative:***The summative assessment is a final project that gives students the chance to demonstrate their knowledge of how a theme is portrayed in a novel.   ***Rationale:***The ongoing formative assessment will evaluate the students' knowledge of the themes of Tender is the Night, while the summative assessment focuses more on how they apply those skills to literature as a whole.   ***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  ***Content Knowledge:****themes of greed, loss of innocence, and deception.*   ***MLR or CCSS:****Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.*  ***Facet: 1***  ***Rationale:***understanding the development of themes throughout a text is critical to comprehending a work of literature.  ***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  ***MI Strategies:*** **Verbal:** Students can include a written explanation of their poster about the themes of the novel. **Logic:** Students can provide a logical explanation of the reasoning for making the poster about the themes of the novel. **Visual:** Students will create a digital, visual poster about the themes of the novel. **Kinesthetic:** Students are allowed to create a skit to go along with their presentation of the poster about the themes of the novel. **Interpersonal:** Students will evaluate each other's posters about the themes of the novel with a Gallery Walk before they are completed. **Intrapersonal:** Students will write short reflections about the process of developing their poster about the themes of the novel.    ***Type II Technology: Glogster***  ***Rationale:***the Glogster technology will allow for visual thinkers to express their learning in a way that addresses their learning needs.   ***NETS STANDARDS FOR TEACHERS*** **1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.** a. Promote, support, and model creative and innovative thinking and inventiveness  b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  ***Rationale:*** The use of Glogster technology allows for creative engagemet in the content and gives students the opportunity to express their knowledge in a way that suits their needs.  **2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.** a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  ***Rationale:*** The Glogster is a form of assessment that keeps personal learning needs in mind, and it allows students to be engaged in the technology in an independent way. |

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